Independent Study Course Overview

(Subject to change based on IS contract signed with student)

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| Organizing Topic | Essential Knowledge & Skills | Related SOL | Sample Assessment Methods | Sample Resources | Time Taught During Semester/Year  |
| Anatomy & Proper Alignment | \*bones & muscles in body\*coordination of upper and lower body, right and left\*balance or maintenance of axis/center while moving\*how to shift weight\*execution of movements\*form strong core muscles for more difficult movements\*3 physiological reasons for warming up\*elements of warming up: isolations, reaches, contractions, plies, tendues, releves, etc.\* exploration of movement potential using anatomy to create warm up and dance phrases\*assessment of work | AAHS:2AAHS:3AAHS:13AAHS:14AAHS:15AAHS:16AAHS:17AAHS:19AAHS:20AAHS:21DA:Pr4.1.IIIDA:Pr5.1.I-IIIDA:Re7.1.IIIDA:Re8.1.IIIDA:Re9.1.III | Journals – Notations of workReflections of progressChapter ReviewsTeacher Rubric for Refinement and DevelopmentCore Evaluation Engagement AssessmentDance Research Project Learning Targets | Entrance/Exit TicketsHandouts:“Comparison of Cognitive Processes”“Artistic Process”“What Works and What Does Not Work”“Refinement Task”“Development Task” | 1st month or 1st 4-6 weeks of semesterAbout 1-2 chapters per week from EXPERIENCING DANCE text book  |
| Technique & Dance Terminology | \*observe, execute, and technically clean ballet, modern, jazz terminology taught at the barre and in the center\*maintain proper alignment, balance, coordination, muscle control, and spatial relations while executing dance phrases\*demonstrate correct rhythm & tempo for steps/phrases\*collaborate with others\*create phrases with terminology & technique studied\*critique self and others\*reflect on work | AAHS:2AAHS:3AAHS:14AAHS:15AAHS:16AAHS:17 AAHS:19AAHS:20 AAHS:21DA:Pr4.1.I-IIIDA:Pr5.1.I-IIIDA:Re.7.1.I-IIIDA:Re.8.1.I-IIIDA:Re.9.1.I-III | Technique TestsSkills Test Learning Target | Terminology Handouts10 Step CombosTechnique ReflectionsSkill Rubric Scale Self AssessmentsAssessments of Student’s Conceptual Understanding and ThinkingJournalsStudent Goal Setting Sheets | Throughout entire year...Technique tests with journal reflections given every 2-3 weeks from the start of school until the endGoal Setting is done at the beginning of each style study (beginning of ballet study, beginning of jazz study…)Conceptual Assessments given once during each specific style studied (one during ballet warm up and progressions study, one for jazz…) |
| Studying 3 main elements of movement and creating choreography | \*students will study the elements of dance (time, space, & energy)\*students will create movement phases using knowledge of anatomy, technique, terminology, & the 3 dance elements\* students will cooperate with others, share ideas, and respond to others verbally & physically\*students will reflect on work through self, peer, & group critique methods to become a better choreographer and performers\*students will perform work for the public | AAHS:1AAHS:2AAHS:15AAHS:16 AAHS:17AAHS:21DA:Cr1.1.IIIDA:Cr2.1.IIIDA:Cr3.1.IIIDA:Pr4.1.IIIDA:Pr5.1.IIIDA:Pr6.1.IIIDA:Re.7.1.IIIDA:Re.8.1.IIIDA:Re.9.1.III | Chapter Review TestsChoreography Tests Student Self Evaluation FormsPerformance Reflections:“Responding to Dance as an Integrated Projects”“Audience Worksheet(s)”Genre/Dance Form Study Exploration TargetsPerformance Evaluation Worksheet | Journal – Notations of phrasesReflection on workElements of Dance HandoutsVarious Critique Handouts – “Creating a Solo”“Helpful Rehearsal Strategies”“Video/Performance Critique”“Student Performance Assessment Form”“Evaluation of Dance Rehearsal Quality Resource Sheet”“Audience Worksheet”, “Evaluation of Class/Rehearsal”Class Participation Rubric (to be completed by teacher) | To be done the last month to 2-3 months of the semesterReview Tests to be done approx. each week for 1-2 chapters from EXPERIENCING DANCE textHandouts to be completed as choreography process develops …Handouts from textbookDANCE ABOUT ANYTHING |
| Dance as an art form throughout history | \*students will read about and share knowledge on various decades of and communities from dance history (alone or in a small group)…then choose 1 form/period of dance to study and do own research project\*students will write a papers summarizing and making connections regarding that particular period of dance/history\*students will share their paper with the class\*students will learn and create mini-dances using terminology from that particular period of dance history\*students will notate their mini-dances to be turned in with their paper\*students will share their mini-dances with the class\*students will verbally and in written format reflect on each group’s mini-dance performed | AAHS:1AAHS:2AAHS:3AAHS:14AAHS:15AAHS:16AAHS:18AAHS:19 AAHS:20DA:Cr1.1.IIIDA:Cr2.1.IIIDA:Cr3.1.IIIDA:Pr4.1.IIIDA:Pr6.1.IIIDA:Re.7.1.IIIDA:Cn.11.1.III | Chapter Review TestsRubrics for – NotationsPaperMini-DanceReflectionDance Research Learning Target | Journals – Notes from readingsNotations for mini-danceReflection of mini-danceshowingsHandouts:“Evaluation of Thinking Skills”“Perform Your Final Product and Evaluate Its Success”“Evaluation of Teamwork”“Evaluation of Project Management” | About the 2nd month in the semester courseReview Tests to be done approx. each week for 1-2 chapters from EXPERIENCING DANCE textHandouts to be completed as choreography process develops …Handouts from textbookDANCE ABOUT ANYTHING |
| Pedagogical Experiences for Career/College Goals | \*students will explore the elements of dance (time, space, & energy) with prompts by the teacher\*students will create movement phases using knowledge of technique & the 3 dance elements\* students will cooperate with others, share ideas, and respond to others verbally & physically\*students will reflect on learning | AAHS:13AAHS:14AAHS:15AAHS:17AAHS:19AAHS:20AAHS:21DA:Pr4.1.IIIDA:Pr5.1.IIIDA:Pr6.1.IIIDA:Re8.1.IIIDA:Re9.1.IIIDA:Cn10.1.IIIDA:Cn11.1.III | Dance Leadership and Engagement EvaluationsMaking Connections and Communicating in Dance Targets | Journal – Reflect on work Notate ideas for creating dancesTeacher’s books, cards, handouts, etc. on improv activities | During 2nd and 4th quarters/marking periods |
| Making student portfolios | \*Decorate personal folder\*Organize materials for folder\*Gathering supporting evidence (chosen and required pieces) of work through the semester \*Writing personal reflections on each chosen piece of work | AAHS:13AAHS:14AAHS:15AAHS:16AAHS:17DA:Cr1.1.IIIDA:Cr2.1.IIIDA:Cr3.1.IIIDA:Re8.1.IIIDA:Re9.1.IIIDA:Cn10.1.IIIDA:Cn11.1.III | Portfolio Scoring Rubric SheetMaking Connections and Communicating in Dance Targets | Portfolio To Do’s PaperFolders…Personal Dance Portfolio PaperPortfolio Reflection Paper | Decorating folders occurs during the 1st week of school…Organizing materials happens throughout the semester as work is completed…Writing reflections and portfolio scoring happens the last week of school and finishes during the exam block |